

Component I

Gifted Education Programming Criterion: Philosophy and Student Identification

Gifted learners must be assessed to determine appropriate educational services.

Essential Elements	Minimum Practices	Exemplary Practices
<p>An identification process for gifted learners K-12 must be in place.</p> <p>Montana Code References:</p> <p>Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(1) “Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>20-7-902. School district programs to identify and serve the gifted and talented child.</p> <p>(2) In identifying gifted and talented children, the school district shall:</p> <p>(a) consult with professionally qualified persons and the parents of children being evaluated;</p> <p>(b) consider a child’s demonstrated or potential gifts or talents; and</p> <p>(c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented</p> <p>(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented “Framework”</p> <p>(a) Identification of talent areas and student selection criteria according to a written program philosophy.</p>	<p>Gifted learners are identified K-12.</p> <ul style="list-style-type: none">• Guided by a written program philosophy.• Considers gifted learners’ demonstrated or potential gifts or talents.• Utilizes comprehensive and appropriate assessment methods.• Consults with professionally qualified persons and the parents of the child being evaluated.	<p>Gifted learner identification process (K-12) is ongoing and reflects current best practice and research.</p> <ul style="list-style-type: none">• Review and revise district philosophy, guidelines and procedures annually.• Considers gifted learners’ demonstrated and potential gifts or talents.• Includes multiple and appropriate assessment methods and student data.• Accepts nominations for services from any source (e.g., teachers, parents, community members, peers, etc.).



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Component II

Gifted Education Programming Criterion: Curriculum and Instruction

Gifted education services must meet the academic and affective needs of the gifted learner.

Essential Elements	Minimum Practices	Exemplary Practices
<p>Curriculum must be differentiated for gifted learners K-12.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(1) “Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented</p> <p>(1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.</p> <p>10.55.804 Gifted and Talented</p> <p>“Framework”</p> <p>(b) A curriculum which reflects student needs.</p>	<p>Curriculum differentiation is provided for gifted learners K-12.</p> <ul style="list-style-type: none">• Assess gifted learners in areas of strength.• Review gifted learners’ placement in current curriculum.• Provide differentiation in content, process, product and/or pace.	<p>Curriculum differentiation and curricular options are articulated and implemented for gifted learners K-12.</p> <ul style="list-style-type: none">• Assess gifted learners in areas of strength and interests.• Review gifted learners’ placement in current curriculum on an ongoing basis.• Provide extended options of differentiation specifically matched to gifted learners’ strengths and interests.



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Component III

Gifted Education Programming Criterion: Support Services and Parental Involvement

Gifted education programs must provide structured support and assistance.

Essential Elements	Minimum Practices	Exemplary Practices
<p>Support services must be provided.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented</p> <p>(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented “Framework”</p> <p>(e) Supportive services; and</p> <p>(f) Parent involvement.</p>	<p>Support services provided by professionally qualified persons include:</p> <ul style="list-style-type: none"> • counseling; • testing and assessment; and • differentiated curricular support and/or instructional strategies. <p>Parents are provided opportunities for support and involvement.</p>	<p>Comprehensive support services, provided continually include:</p> <ul style="list-style-type: none"> • differentiated counseling guidance and/or mentoring; • ongoing, comprehensive testing and assessment provided by psychologist; and • differentiated curricular and instructional support integrates current issues and concerns from other education fields. <p>Parents are continually provided with a variety of opportunities for support and involvement.</p>

Component IV

Gifted Education Programming Criterion: Professional Development

Educators must have specialized preparation specifically related to gifted learners.

Essential Elements	Minimum Practices	Exemplary Practices
<p>Professional development specifically related to gifted learners must be provided.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented</p> <p>(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented “Framework”</p> <p>(c) Teacher preparation.</p>	<p>Professional development specifically related to gifted learners is provided in the areas of:</p> <ul style="list-style-type: none">• student assessment;• differentiated content, process and/or product;• instructional strategies; and• affective needs.	<p>Professional development specifically related to gifted learners is provided on an ongoing basis to all staff, in the areas of:</p> <ul style="list-style-type: none">• student assessment;• differentiated content, process and/or product;• instructional strategies; and• affective needs.



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Component V

Gifted Education Programming Criterion: Program Evaluation

Program evaluation must analyze the delivery and impact of gifted services.

Essential Elements	Minimum Practices	Exemplary Practices
<p>The K-12 program for gifted learners must be evaluated.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated:</p> <p>20-7-904. Review and recommendations of proposals.</p> <p>(d) a method to evaluate the effectiveness of the program.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented “Framework”</p> <p>(d) Criteria for formative and summative evaluation.</p>	<p>The K-12 gifted program is evaluated through a method which includes:</p> <ul style="list-style-type: none">• formative criteria; and• summative criteria.	<p>The K-12 gifted program is evaluated through a formal method which is responsive to the needs of all stakeholders and includes:</p> <ul style="list-style-type: none">• formative criteria;• summative criteria; and• accessible written report.